One Size Doesn’t Fit All: Different Ways to Measure Student Growth for Different Groups of Teachers:
John Hussey, Battelle for Kids

FADSS January 23, 2013
About Battelle for Kids

- National, not-for-profit organization that provides strategic counsel and innovative solutions for today’s educational-improvement challenges. Our approach:
  - **The Right People**—Developing and Aligning Human Capital Systems
  - **The Right Measures**—Measuring Educator and Employee Effectiveness
  - **The Right Practices**—Identifying and Supporting the Practices of Effectiveness Educators
  - **The Right Messages**—Engaging Stakeholders and Leading Change for Strategic Improvement

At the heart of this work is an unwavering focus on accelerating student growth.
Where we are supporting
One Size Doesn’t Fit All: Different Ways to Measure Student Growth for Different Groups of Teachers:

Discussion Topics:

• **Measuring Educator Effectiveness**: *What do highly effective teachers say is important?*

• **4 Domains of Educator Effectiveness**: *Know what you are attempting to measure.*

• **Multiple Ways to Measure Student Growth**: *How to assess what ways best fit your needs and why?*

• **A Differentiated Approach**: *One size does not fit all for students or teachers.*
The Context: “What is a great teacher?”

Five Year of Study Highly Effective Teachers (HETs)

- HETs identified using classroom level value-added results
- All core subject areas (Math, Reading, Science, Social Studies)
- Ohio, Tennessee, Texas

Appreciative Inquiry Research Design - Looking for what is “best” rather than what is “typical”
Teachers, regardless of the subject area or grade level they taught, cited these four themes as reasons for their effectiveness:

- **High expectations for every student**
  (Productivity / Individual Achievement)

- **Stable classroom environment**
  (Structures that support learning / Management)

- **Child-centered focus**
  (Relationships / Support / Collaboration)

- **Continuous Improvement**
  (Adaptability / Creativity / Relevance)
Competing Values Framework for Educators

- Flexibility
  - Child-Centered Focus: Relationships, Support, Respect, Care, Collaboration, Student Ownership of Learning
  - Continuous Improvement: Adaptability, Vision, Relevance, Creativity, Experimentation, Instructional Improvement

- Control
  - Internal Focus: Plans, Rules, Structures, Routines, Efficiency, Management
  - External Focus: Goal orientation, Accountability, Progress, Competition, Achievement, High quality

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Quinn & Rohrbaugh (1983) Adapted with permission.
What have we learned about great teaching from HETs?

Great teaching is about having skills in all four areas and...

• Awareness of class needs
• Balance of focus
• Integration to create “Powerful Practices”
Connections to Educator Effectiveness Measures

- **Child-Centered Focus**
  - Relationships
  - Support
  - Respect
  - Care
  - Collaboration
  - Student Ownership of Learning

- **Continuous Improvement**
  - Adaptability
  - Vision
  - Relevance
  - Creativity
  - Experimentation
  - Instructional Improvement

- **Stable Environment**
  - Plans
  - Rules
  - Structures
  - Routines
  - Efficiency
  - Management

- **High Expectations**
  - Goal orientation
  - Accountability
  - Progress
  - Competition
  - Achievement
  - High quality

- **Flexibility**

Quinn & Rohrbaugh (1983) Adapted with permission.
4 Domains of Educator Effectiveness

Productivity: An attempt to assess a teacher’s influence on student performance.

Perception: An attempt to assess students’ view of the classroom experience or their engagement.

Practice: An attempt to measure a teacher’s knowledge, skills, and persistence.

Professionalism: An attempt to measure a teacher’s professional growth or impact on overall school success.
## Examples of Domain Measures

<table>
<thead>
<tr>
<th>Perception</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of measures that assess students’ views or beliefs about the</td>
<td>Examples of measures that assess activities related to professional growth or</td>
</tr>
<tr>
<td>environment and processes they experience or their level of engagement:</td>
<td>impact on school success/culture:</td>
</tr>
<tr>
<td>• Gallup Student Poll</td>
<td>• Completion of focused improvement strategies</td>
</tr>
<tr>
<td>• Tripod teacher, student, and parent surveys</td>
<td>• Participation in professional learning communities</td>
</tr>
<tr>
<td>• Education for the Future Questionnaires</td>
<td>• Participation in leadership or mentoring opportunities</td>
</tr>
<tr>
<td>• Profiles of Student Life: Attitudes &amp; Behaviors™</td>
<td>• Advanced degree/certification completion</td>
</tr>
<tr>
<td>• Student attendance patterns *</td>
<td>• Peer survey</td>
</tr>
<tr>
<td></td>
<td>• Building- or system-level achievement or growth measures *</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice</th>
<th>Productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of measures that assess structures, activities, processes, and</td>
<td>Examples of measures that assess educational outcomes resulting from activities,</td>
</tr>
<tr>
<td>persistence:</td>
<td>processes, and practices:</td>
</tr>
<tr>
<td>• Observation frameworks</td>
<td>• Value-added or growth based on state assessments</td>
</tr>
<tr>
<td>• Targeted practice observations</td>
<td>• Value-added or growth based on vendor assessments</td>
</tr>
<tr>
<td>• Teaching artifacts</td>
<td>• Value-added or growth based on district or teacher assessments</td>
</tr>
<tr>
<td>• Walkthroughs</td>
<td>• Growth on targeted student learning objectives</td>
</tr>
<tr>
<td></td>
<td>• Achievement scores on state, national, or district assessments</td>
</tr>
<tr>
<td></td>
<td>• Building- or system-level achievement or growth measures *</td>
</tr>
</tbody>
</table>

*Proxies for domain.*
Performance: Student Growth Measures

What successes have you had in implementing value-added or other student growth measures?

What are you struggling with in your district related to value-added or other student growth measures?

Where are there opportunities to improve the measures of student growth or value-added?
What are the current realities about growth measures?

- Are a required component in most state educator evaluation systems
- Can be the best predictor of educators' influence on future student success
- Annual changes in teachers’ results can occur
- Data quality is critical to producing quality measures
- Can be difficult to compare results across grades and subjects
What are the current realities about growth measures?

- Limited availability without additional assessments
- Measures are not available for typical evaluation timelines
- Alternate methods for creating growth measures can be costly or labor intensive
- Lack of understanding and acceptance by educators
- Better assessments and growth measures will evolve
Different Ways to Measure Student Growth

State or Vendor Assessments

- Teacher - VAM based on annual state assessments compared to state distribution

- Teacher - VAM based on annual vendor assessments and large comparison pool

- Teacher - Average student growth based on multiple administrations of state or vendor assessments compared to national or local comparison
Different Ways to Measure Student Growth

District Common Assessments:
- Teacher - VAM based on common district developed comprehensive pre/post assessment
- Teacher - Average student learning growth based on common district developed comprehensive pre/post assessment compared to a defined growth target

Teacher/Teacher Team Assessments: (SLO)
- Teacher - Student learning growth in an area of need or focus based on a teachers’ developed targeted assessment compared to a defined growth target
SLO’s Teacher Assessed Student Growth

Student Learning Growth (Objectives) (SLOs) is a process for using measures that are specific to relevant subject matter. SLO is a measurable, academic growth target that a teacher sets for for all students or for subgroups of students.

Each SLO includes:

- The student population or sample included in the objective;
- The standards the SLO will align with;
- Pre/Post assessments used to measure student progress;
- The period of time covered by the SLO;
- The expected student growth; and
- The rationale for the expected student growth.
LEAs have some flexibility to shape the process to fit local contexts, but should contain the following steps:

1. Review baseline data;
2. Create SLOs;
3. Obtain SLO approval, per local process;
4. Monitor progress toward attainment of SLO growth targets;
5. Revise SLOs, if necessary;
6. Review evidence and evaluate progress towards and attainment of SLO growth targets.
SLO’s Teacher Assessed Student Growth

**Types of Assessments** – ranked upon the likelihood that the assessments will be aligned to standards, rigorous, valid, and reliable.

1. State assessment items in proportion to the content specified in the SLO—These assessment item banks are provided by the state
2. Commercially available assessments
3. District or team-created assessments
4. Teacher-created assessments
Different Ways to Measure Student Growth

Alternatives:
• Student growth of targeted populations (lowest achieving)
• Comparative samples of student performance

Proxies:
• Building - VAM based on annual state assessments compared to state distribution
• Building/Grade - VAM of the strongest aligned subject or of only assigned students
• Teacher – Student perception surveys results
• Other?
# Measures Assessment Rubric

**Effectiveness Measures Assessment Rubric**

**Domain:** Performance, Practice, Perception, Professionalism  
(Circle measure domain)

**Measure:** ____________________________

<table>
<thead>
<tr>
<th>Quality: How effective is the measure at assessing what you want to measure?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validity: How accurately does it measure the desired domain?</td>
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<td>Reliability: How consistent are the results over time?</td>
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<td>Comparability: How comparable are results among educators?</td>
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</tbody>
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<tr>
<th>Fit: Will your staff and community support the measure?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture: Does the measure align with the culture of the school or community?</td>
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<td>Understanding: How well do stakeholders understand and accept this as a measure?</td>
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<tr>
<td>Alignment: How well does the measure align with building or system-level goals?</td>
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<tr>
<th>Value: What is the real value/cost to develop and sustain the measure?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost: Is the cost per teacher to calculate this measure affordable?</td>
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<tr>
<td>Time: Are the measures worth the staff time to develop and implement the measure?</td>
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<tr>
<td>Sustainability: Can the measure be sustained long term with existing resources?</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Utility: Can you produce the measure when you need it and for whom you need it?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability: Do you have the source data needed to produce a quality measure?</td>
<td></td>
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<tr>
<td>Timeliness: Is the measure available at an optimal time for its desired uses?</td>
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<tr>
<td>Applicability: Is the measure applicable to a significant or targeted population?</td>
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</tr>
</tbody>
</table>

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<tr>
<th>Actionable: Will the measure's use lead to educational improvement?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments:</th>
</tr>
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<tbody>
<tr>
<td>Formative: Will the measure produce information that can guide improvement efforts?</td>
<td></td>
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</tr>
<tr>
<td>Behavioral: Will the use of the measure lead to desired behaviors?</td>
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<tr>
<td>Developmental: Will the development of the measure by staff improve their practice?</td>
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</tbody>
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Measures Assessment Rubric Activity

Work in pairs or small groups

Part one assessment:
1. Select one student growth measure and one measure from another domain or proxy for student growth.
2. Assess the strengths and limitations of the measures

Part two implementation:
1. Identify implementation strategies to overcome the limitations
2. How might your assessment of the measure impact the weight you associate to the measure in and evaluation system or where you might set effectiveness cut scores?
Assessment Literacy Available to Florida Educators Spring 2013

Core Components of Formative Instructional Practices:

- Using clear learning targets
- Collecting and documenting evidence of student learning
- Providing effective feedback
- Student ownership of learning
What if evaluation was more of a process of evidence collection and support than rating?

Core Belief: Assume all teachers are effective professionals until the weight of the evidence proves differently.

Evidence is given a point value based on the quality of the measure.

Highly Effective Teacher Status is gained by accumulating evidence from multiple data points over time.
Evidence is given a point value based on the quality of the measure.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Formal Observation</td>
<td>(-1 to 1) pts.</td>
</tr>
<tr>
<td>Teacher VA (State Data)</td>
<td>(-1 to 1) pts.</td>
</tr>
<tr>
<td>Teacher VA (District Data)</td>
<td>(-0.5 to 0.5) pts.</td>
</tr>
<tr>
<td>Teacher SLO (Teacher Data)</td>
<td>(-0.3 to 0.3) pts.</td>
</tr>
<tr>
<td>Student Perception</td>
<td>(-0.3 to 0.3) pts.</td>
</tr>
<tr>
<td>Building VA (State Data)</td>
<td>(0 to 0.25) pts.</td>
</tr>
<tr>
<td>Advanced Degree/Certificate</td>
<td>(0 to 0.25) pts.</td>
</tr>
<tr>
<td>PLC Leadership</td>
<td>(0 to 0.25) pts.</td>
</tr>
<tr>
<td>Focused Improvement Plan</td>
<td>(-0.25 to 0.25) pts.</td>
</tr>
</tbody>
</table>
PHASE I:
Review all available prior teacher data:
• Multiple data points: Performance, Perception, Practice
• Consider the quality and quantity of the measures
• Consider the consistency of the results

Assign Teachers to a evaluation groups based on proven success or the the lack of evidence
• Highly Effective
• Effective/Insufficient Evidence
• New/Developing
### PHASE II: Use differentiated observation and support

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective/ Insufficient Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minimal observations targeted on growth goals</td>
<td>• Limited number of formal observations.</td>
</tr>
<tr>
<td>• Provide opportunities to lead professional learning communities, mentoring</td>
<td>• Encourage teachers to reflect on their practice, examine data, and develop focused improvement</td>
</tr>
<tr>
<td>new teachers, modeling practice, or conducting observations.</td>
<td>plans.</td>
</tr>
<tr>
<td>• Focus on developing teachers’ leadership strengths.</td>
<td>• Engaging in professional learning communities and targeted professional learning activities.</td>
</tr>
<tr>
<td></td>
<td>• Focus on the development of measures effectiveness.</td>
</tr>
<tr>
<td></td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Multiple observations and intensive, structured support.</td>
</tr>
<tr>
<td></td>
<td>• Provide regular attention and feedback from administrators to identify areas for improvement</td>
</tr>
<tr>
<td></td>
<td>and develop strategies to boost effectiveness.</td>
</tr>
<tr>
<td></td>
<td>• Focus support on measures of Practice.</td>
</tr>
</tbody>
</table>

**Focus:** Accessing teachers’ practice, provide support, and monitor professional growth